

**THE IMPLEMENTATION OF KAHOOT! GAME TO ENHANCE  
STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT AT  
THE ELEVENTH GRADE OF SMAN 3 BANDAR LAMPUNG**

**(Undergraduate Thesis)**

**By:**

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**ENGLISH EDUCATION STUDY PROGRAM  
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF LAMPUNG**

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## **ABSTRACT**

### **THE IMPLEMENTATION OF KAHOOT! GAME TO ENHANCE STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT COMPREHENSION AT SMAN 3 BANDAR LAMPUNG**

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The objectives of this research were to find out whether or not there was any significant difference in students' reading comprehension of narrative text after the students being taught by using Kahoot! Game and to find out the students' perception on the use of Kahoot! Game in reading comprehension. This research was conducted at SMAN 3 Bandar Lampung involving 30 students in the eleventh-grade level as a sample by using quantitative research with reading tests and questionnaires for the data collection .

After analyzing the data, the results showed that the pre-test mean score reached (59.43) and the post-test mean score reached (79.33) with the gain is 19.90, where the significance level was 0.00 less than 0.05. It indicated that H<sub>0</sub> was rejected and H<sub>1</sub> was accepted. In which, the data were analyzed both statistically through a Paired Samples T-test and also descriptively through a descriptive analysis. In summary, the result of study found that Kahoot! Is significant to improve reading comprehension. Furthermore, the students showed positive response after the implementation of using Kahoot!. It was shown in all aspects of reading, especially aspect of main idea and specific information. From the results, it can be concluded that reading through Kahoot! can improve reading narrative text comprehension as well as the motivation among the students in the eleventh grade of Senior High School.

***Keywords:*** Kahoot, students perception, reading comprehension

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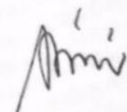
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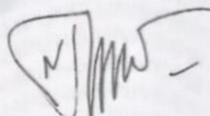
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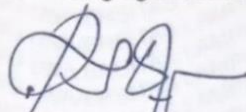


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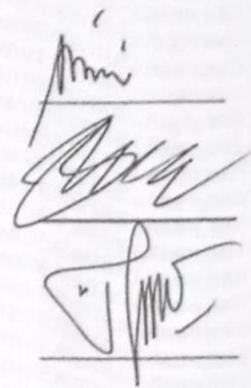
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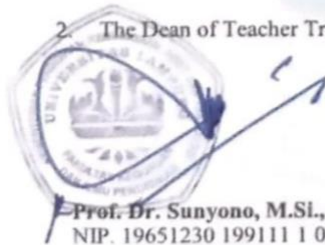
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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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## **CURRICULUM VITAE**

The author's name is Zahira Sandra Baysella. She was born on March, 7<sup>th</sup> 2002 in Denpasar. She is the youngest child of wise and kind parents, Mr. Sudiharto and Mrs. Sudiharto. She has two elder brothers named Ivan Shafa Lukiswara and Ghaza Sandro Gymnastiar, and one elder sister named Vina Shafa Lukiswara.

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## **MOTTO**

*“The things that hurt you may have left scars, but they did not destroy you.*

*You survived, and there is hope in that.”*

**-Bianca Sparacino-**

*“Instead, set in on fire.*

*Show them what you can do*

*With all of that hope inside of you.”*

**-Bianca Sparacino-**

## **DEDICATION**

I dedicate this thesis to :

My beloved father, Mr. Sudiharto who prayed for me. My mother, Mrs. Sudiharto who always prayed for me as well as supported me.

My dearest sister, Vina Shafa Lukiswara who always reminds me so that I keep doing my obligations without procrastinating, and shares with me some knowledge about my final project so that I can understand.

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After completing this work, the author realizes that the thesis could not have been completed without the help and support of many people who have sacrificed their valuable time in giving valuable guidance in completing this research; therefore, the author would like to express her heartfelt gratitude and greatest honor to:

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The Author,

Zahira Sandra Baysella

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## **I. INTRODUCTION**

In order to introduce this research, this chapter discusses some points including background, research questions, objectives of the research, uses of the research, scope of the research, and definition of terms.

### **1.1 Background**

Reading comprehension, according to Caldwell (2008), is the process of collecting and providing information through interaction and participation with written language. According to Masduqi (2016), receptive skills such as listening and reading usually done by passive learners who do not need to produce language. Meanwhile, productive skills such as speaking and writing done by active learners who need to do a language production as needed or requested. Besides, the reading skill is the most challenging of the four. The activities of classroom instruction and learning in a reading course are centered on reading for comprehension since students are required to comprehend the text's content. According to Ahmadi & Hairul (2012), reading comprehension is a difficult process since foreign language learners must understand the written words. It means that reading comprehension is the process of gathering and making information or knowledge through interactive process with written language or it can be said to be verbal in the form of written signs or text, although sometimes learners have difficulty when understanding the meaning contained in a reading. According to Nuttall (1982), there are five aspects of reading which the students should understand to comprehend a text well, they are determining main idea, finding specific information, reference, inference, and vocabulary.

Other than that, narrative text is a part of English text, which is writing that narrates a story that is formed with a certain plot. A narrative text has main elements such as characters, setting, and problems faced by the characters. According to Sari, Santihastuti, & Wahjuningsih (2020), narrative text is one of the genres studied by secondary learners, and some of them still struggle to understand it. Which from the previous statement, teachers must try hard to find the latest media to make it easier for students to understand English narrative text, so that later it can improve students' reading comprehension skills, as well as attract students to be active and motivated in learning.

The commonly used media as said by Amin & Wahyudin (2022), a novel, short tales, and audiobooks may all be utilized to teach reading comprehension, however, some students are uninterested in reading while reading text with those media. According to Wahyudin, Pustika, et al (2021), many students become bored when the text in common forms of media such as tale books. Students must additionally select suitable tools that can help them in improving their reading comprehension especially in narrative text. One of game media as an alternative learning media that can be used for increase students' reading comprehension is Kahoot! Game.

According to Marsa, Kuspiyah, & Agustina (2021), by using Kahoot! Is expected to the process of teaching-learning will give an impact on students' achievement, motivation, and especially concentration to make higher their learning process, while it's able to be used to teach skills and increase learning outcomes. Meanwhile according to Rochimah & Muslim (2021), use of Kahoot! Games as learning media in reading consider improving students' reading skills and as smart innovation that have the potential to improve students' reading comprehension.

There have been several studies conducted on using media like Kahoot! Game in other to improve students' skill. The first study conducted by Yürük (2020) which

using Kahoot as a skill improvement technique in pronunciation. The finding of this research showed that the EFL pronunciation skills of the experimental group were developed as a result of using Kahoot application. It is acknowledged that the post-test findings revealed substantial differences favoring the experimental group. These outcomes demonstrate how useful the Kahoot Platform is for practicing pronunciation and helped participants' pronunciation get better.

In addition, Ahmed, et al. (2022) discussed about an Empirical Study on the Effects of Using Kahoot as a Game-Based Learning Tool on EFL Learners' Vocabulary Recall and Retention. The finding of this research showed that Independent and paired samples t-tests showed that the EG and the CG's immediate and delayed post-tests differed significantly, with the EG benefiting more. As a result, using Kahoot was fruitful and advantageous for learning English vocabulary.

Another research conducted by Asniza, et al. (2021) where the study investigated Kahoot to Enhance Pre-University Students' Active Learning: A Students' Perception in Biology Classroom. The finding of this research indicated that the students believed Kahoot! may encourage them to take part in class and improve their active learning. Additionally, students agreed that the main things that motivate them to participate in class and lead discussions involve an effective teacher-partner connection and communication.

Based on the previous studies, Kahoot! Game was used as learning media in learning activities. It encouraged students to be motivated to take a series of quizzes on previously taught material. Kahoot itself was an interactive and effective media for students to participate with each other, which helped them in understanding the material. It was a good and fun experience for students. The researcher believed that requiring students to engage meaningfully with the text through the use of Kahoot was an excellent way to increase reading

comprehension in learners. Therefore, the researcher tried to examine “The Implementation of Kahoot! Game to Enhance Students' Reading Comprehension in Narrative Text at the Eleventh Grade of SMAN 3 Bandar Lampung.”

## **1.2 Research Questions**

In line with the background stated earlier, the researcher formulates the following research questions:

1. Is there a significant difference in students' reading comprehension after the students have been taught by using Kahoot! Game on narrative text?
2. How is students' perception on the use of Kahoot! Game in reading comprehension?

## **1.3 Objectives of the Research**

Based on the research questions above, the objectives of this research are formulated as follows:

1. To find out whether there is a significant difference in students' reading comprehension after the students have been taught by using Kahoot! Game on narrative text.
2. To find out the students' perception on the use of Kahoot! Game in reading comprehension.

## **1.4 Uses of the Research**

In relation to the objectives of the research, the result of the research is expected to be used theoretically and practically:

### 1. Theoretically

The result of the research can be useful information in contributing to future research, especially teaching reading in learning English by using Kahoot! Game on narrative text that can improve student's reading comprehension.

### 2. Practically

The result of the research hopefully can be informative and inspiring for teachers of English to be used as a reference teaching-learning the students' reading comprehension by using Kahoot! Game on narrative text. Furthermore, society or students can be motivated and interested in practicing reading skills. In addition, students can reach their learning related to reading comprehension through interactive media and enjoy the learning activity.

## **1.5 Scope of the Research**

This research is quantitative research which focuses on finding out the results of students' reading comprehension by using Kahoot! Game on narrative text. In addition, this research will be conducted for eleventh grade students from SMAN 3 Bandar Lampung which consisted of 30 students of academic year 2024/2025. It focuses on the implementation of Kahoot! Game to enhance students' reading comprehension in narrative text which have the main topic of legends.

## **1.6 Definition of Terms**

In order to specify the topic of the research, the researcher provides some terms related to the research. Here is the definition of terms mentioned previously:

1. Reading Comprehension

Reading comprehension can be defined as the ability of process when someone seeing, understanding, and capturing the explicit or implicit meaning of each word, sentence, and paragraph in a particular text.

2. Teaching Reading Comprehension

One of the teaching processes carried out by teachers to help students become proficient readers of English texts. Where they may consider their own thoughts and feelings while reading literature, as well as picture, analyze, and stimulate what they are reading.

3. Media

Media is a connecting tool in helping convey information between the receiver and the connector. So that this, increases student attention to learning activities.

4. Kahoot! Game

It is one type of web-based game platform with visual learning media that is interactive and accessible for free. The evaluation feature uses online quizzes that can be inserted with questions, icons on selected answers, image or video media, and points for correct answers.

5. Narrative Text

It is a type of text that tells a story or describes a series of events used to entertain or inform the reader about it in an organized and exciting form.

## II. LITERATURE REVIEW

This chapter discusses about literature review that used in this study. It consists of Previous Studies, Concept of Reading Comprehension, Teaching of Reading Comprehension, Narrative Text, Media in Teaching Reading Comprehension, Kahoot as Media in Teaching Reading Comprehension, Procedure of Teaching Reading Comprehension Using Kahoot, Advantages and Disadvantages, Theoretical assumption, and Hypothesis.

### 2.1 Previous Studies

The researcher attaches several previous studies conducted by several researchers, in order to make this study more relevant.

The first was conducted by Al-Khamaiseh & Al-Jamal (2022) with the title of *“The Effect Of Using Kahoot On Jordanian EFL Ninth-Grade Students’ Reading Comprehension”*. The data were collected using a quasi-experimental design through a pre-/post-test for both control and experimental groups. Where a sample of 66 female students was distributed randomly into an experimental and a control group of 33 students each. The findings revealed that Kahoot as a learning technique improved students' comprehension at all three (literal, inferential, and critical) levels based on Action Pack 9 Textbook in the experimental group and there were significant differences between the two groups' performance in the post-test in favor of the experimental group.

Another research was conducted by Rochimah & Muslim (2021) with the title of *“Students' Perceptions in Using the Kahoot! Game on Reading Comprehension Learning”* explained by the researcher that the study uses an experimental sequential mix method with a qualitative descriptive method using observation,

interviews, and documentation studies as the first order followed by a pre-experimental method using a one-group pretest-posttest design. Based on the findings of the study, it was found that there was an increase in students' reading ability as indicated by the paired-sample t-test results where the sig value. the count obtained was  $0.002 < 0.05$ , and students' perceptions of using Kahoot! Games as learning media for reading comprehension on description text tend to be positive, students find learning fun, increase focus and caution, eliminate boredom, and motivate students to read the entire text.

The last research was done by Maharani, et al. (2022) with the title of “*The Influence of Using Kahoot on Students’ Reading Comprehension at the Eighth Grade of SMP Negeri 17 Kota Serang*”. The research methodology used was quasi-experimental. The researcher took two classes, one class as an experimental class and one class as a control class. To collect the data, the researcher used instruments consisting of multiple-choice questions of recount text which had been tried out before the treatment. The instrument consisted of pre-test and post-test. The findings resulted that  $t_{count}$  was 2.7940 and  $t_{table}$  was 2.0075. It means  $H_a$  is accepted because  $t_{count} > t_{table}$ . Therefore, Kahoot has an influence on students’ reading comprehension at the eighth grade of SMP Negeri 17 Kota Serang.

Concerning all of the studies that had been conducted by several researchers in previously, Kahoot! is a kind of medium that can be utilized in teaching and learning activities, which through the use of interactive media. Thus, this makes students' learning experience of English more fun and attractive. There were similarities and differences between this research and other relevant studies. The similarities with this research are Kahoot as media that use to teach English and focuses on students’ reading. The differences with this research are the text that is used as the materials and the focus of the study. The first and the second relevant study used Action Pack 9 Textbook and description text as the materials, while the

third relevant study used recount text as the materials. The researcher used narrative text as the material in this research. Furthermore, the first relevant study centered on the effect of using Kahoot, the second relevant study focused on students' perceptions in using the Kahoot! Game, and the third relevant study focused on the influence of using Kahoot. The researcher focused on the implementation of Kahoot! Game to enhance students' reading comprehension in narrative text. The research also found that Kahoot studies at Eleventh Grade of SMAN 3 Bandar Lampung are rare. The researcher thought that her study would fill the gap in the field.

## **2.2 Concept of Reading Comprehension**

In this part, there will be the details about reading. They are the definition of reading comprehension and the aspect of reading comprehension.

### **2.2.1 The Definition of Reading Comprehension**

Reading is a skill that is the most important part in understanding and processing information in a text. According to Tarigan (2008), reading is a process which is done and used by the reader to get a message which is delivered by the writer through written language. By reading, the students are able to get a lot of information based on what they are required in reading (Sekarini, 2017:8). Klingner, et al (2007) states reading comprehension is a process of interaction between readers and what they bring to the text, they are prior or background knowledge and strategy use. The process also incorporates text-related elements, such as readers' interest in the texts and their grasp of the text's genres. This implies that each reader will interpret the text in their own unique way and will learn things differently. In order to comprehend an informative text, it is necessary to look for an answer of the five WS and one H questions such as who, what,

when, where how, and why; and to find a main idea and supporting ideas (Alperen, 1999).

It can be meant that reading comprehension is a reading process of learning that carried out by the students to understand and obtain the background concepts in the text conveyed by the author.

### **2.2.2 Aspects of Reading Comprehension**

According to Nuttall (1985) in reading there are five aspects which the students should understand to comprehend an English text, they are:

#### **1. Identifying Main Idea**

According to Dararat (2012), a reader must determine what the sentences have in common in order to determine the paragraph's essential point. Some textbook authors start each paragraph with the primary point and, to highlight it even more, would even use bold font for the paragraph's subject. However, this is not a typical literary practice. The core idea is sometimes hinted at rather than being expressed directly.

According to Gallagher (2004), the main point of information that is contained in a paragraph of the text is called the primary idea. Identifying the key concept is the ability to understand and locate the essential point of a piece by summarizing it and looking for repetition of ideas or phrases. Furthermore, McWhorter (2012) argues that the theme phrase is the one that expresses this crucial concept.

#### **2. Specific Information**

By providing definitions, examples, facts, incidents, comparisons, analogies, cause and effect statements, and quotations, the supporting sentence or particular information develops the topic sentence. In other words, readers should be

concerned with locating specifics in the text since each paragraph's details may be used to determine the obvious core the plot.

Readers should be able to distinguish which elements are more crucial than the others in order to uncover details that support the primary idea, claims Dararat (2012). For instance, the question in the text asks for the *year*, *location*, and *time*. In order to discover the precise information, the reader simply reads a few of the sentences that are relevant to the questions.

### 3. Determining Inference

An educational assumption or conclusion drawn from the passage's evidence is called an inference. According to Kathleen (2011), an inference is an educated guess or forecast about an unknown based on the facts and information at available. Readers are required to understand the content in order to draw conclusions based on prior knowledge and personal experience. For instance, the reader must be able to recognize the *meaning* or *implicitly* that the writers or authors provide in order to learn information and comprehend the text.

### 4. Identify Reference

According to Reimer (2009), reference is an association that exists between expressions and the subject matter that speakers use expressions to discuss. References are words or phrases that are utilized in the reading material before or after the reference.

In reading texts, references are frequently used to avoid unnecessary repetition of words or phrases. Most of the references include pronouns or noun phrases like "I," "you," "they," "that," "this," "those," "himself," and "herself." Readers are expected to recognize references by interpreting and comparing one linguistic statement to another in this section.

## 5. Vocabulary

According to Linan (2007), the importance of vocabulary in reading is well understood: vocabulary knowledge, an understanding of word meanings and their application, helps reading comprehension and knowledge development.

Understanding vocabulary requires being able to comprehend what the words imply. It implies that readers must infer the meaning of challenging words by looking at their contextually relevant *synonyms*.

### **2.3 Teaching of Reading Comprehension**

The practice of offering chances for students to learn through exchanging information or experience is known as teaching. Brown (2000), defines teaching as an activity in which the teacher creates a structure for learning, directs and encourages learning, and gives students the opportunity to learn.

The goal of reading instruction is to help students become proficient readers of English-language texts. To be able to achieve this, readers must have certain goals in mind before engaging with the material. Reading that is effective and efficient always has a purpose and tends to focus mainly on that goal. The creation of various reading approaches then takes into account the aim of reading. When the students read and engage with diverse text kinds, such as functional and monologue texts, they can become actualized.

In order to read successfully and efficiently, reading approach should be suited to reading goal. According to Suparman (2005), there are two primary reasons for reading: (1) reading for enjoyment, and (2) reading for knowledge (so that readers may learn something or use the information they learn to achieve something).

For instance, teaching reading comprehension is the process where the teacher gives the students assistance, facilitation, and guidance so they may achieve reading comprehension of the text utilizing a certain media.

## **2.4 Narrative Text**

A narrative text is a story that is written down and has events that describe what happened in the story. Time order refers to the problematic occurrences in what happened initially, what happened next, what happened after that, and so on. It seeks to discover a solution and resolution to the problem.

There are many different types of narrative, which include myths, legends, romances, mysteries, fables, adventure stories, and fairy tales. Among the many diverse genres of narratives described by Anderson and Anderson (2003) are comedy, romance, crime, real-life fiction, historical fiction, mystery, fantasy, science fiction, diary novels, and adventure. The narrative text is divided into the following sections, according to Priyana (2008): 1) A scene that introduces the main character(s) in a time and place setting; 2) A sequence of events that may start out following a regular pattern but are altered in some way such that the pattern of events becomes problematic for one or more of the characters. The reader will be aware that a crisis occurred because the character(s) have analyzed the events; 3) the issue has been resolved or has been made an attempt to be resolved; and 4) a stage which makes obvious how the character has changed and what has been learned from the experience.

Anderson and Anderson (1997) states that there are five steps for constructing a narrative text, like the following:

1. Orientation: in which the narrator tells the audience about who is in the story, when the story is taking place and where the action is happening.

2. Complication: sets off a chain of events that influences what will happen in the story.
3. Sequence of events: where the characters react to the complication.
4. Resolution: in which the characters finally sort out the complication.
5. Coda: provides a comment or moral based on what has been learned from the story (optional).

According to the above description, a narrative text is one that contains an organized story sequence. Additionally, the purpose of narrative texts is to amuse readers while they read them, inspire them to think critically and actively, and to generate good energy in readers from their memories, ideas, brains, feelings, and emotions.

## **2.5 Media in Teaching Reading Comprehension**

Since a teacher cannot create successful communication for a learning process alone, the function of media as a messenger that may draw students is definitely important. When students are able to use all of their senses effectively throughout learning activities, a learning process is effective.

By integrating a range of human and non-human resources. Brown, Lewis, and Harclerod (1977) defined it as a learning technology, which is a systematic approach of designing, using, and evaluating the total learning process on a given subject. The teacher would not be able to stand alone in establishing effective interaction for a learning process, thus the function of media as a messenger that may interest students is obviously important. When students can use all of their senses to the fullest in educational activities, the learning process is successful.

Utilizing media in the classroom will significantly influence kids' learning, particularly in reading. It becomes crucial for teachers to pick educational materials that may both enhance English language learning and media quality. Media that can attract the attention of the student is learning while playing.

## **2.6 Kahoot as Media in Teaching Reading Comprehension**

This research utilizes The Comprehension Matrix to teach reading comprehension. Gill (2008) states that the purpose of The Comprehension Matrix is to help teachers apply their understanding of the different factors that affect comprehension (reader, text, and activity factors) to create pre-reading, during-reading, and post-reading activities that will aid students in understanding and teach them how to use various kinds of comprehension strategies. Beside, it gives educators a chance to teach strategies that readers may apply at every level.

One of the most popular game-based learning tools, Kahoot! is incredibly easy to use for educators as well as learners. Johan Brand, Jamie Brooker, and Morten Versvik came up with the idea in collaboration with the Norwegian University of Technology & Science. This game-based application is specifically made with the primary objective of enhancing, reviewing, and assessing the learners' knowledge in an entertaining way. Currently, Kahoot! has four different form types that may be utilized effectively based on requirements and preferences: quiz, jumble, survey, and discussion.

"Kahoot!" has two separate internet addresses, one for teachers called <https://kahoot.com> and another for students called <https://kahoot.it>. "Kahoot!" It may be seen and used without cost, and all of its features are available. Kahoot! offers advantages as a teaching tool for increasing student perception, continuing to educate students, academic knowledge transfer, and learning effectiveness.

## **2.7 Procedure of Teaching Reading Comprehension Using Kahoot**

To enhance students' reading comprehension, the researcher will implement Kahoot! Game as the media. The procedure of teaching reading comprehension through Kahoot! Game are as follows:

### **a. Pre-activities**

1. The students are asked about their condition and Check their attendance.
2. Asking the students what is the most incredible stories that they have ever read.
3. The teacher presents an image related to a narrative text and gives questions about it.
4. The teacher explains the procedure on how to use Kahoot! Game.

### **b. While-activity**

1. The teacher explanation of Narrative Text. it could be about text examples, social function, generic structure, and language features. The students are asked to make a group that consist of 3 students.
2. From each group, a leader is selected by the teacher. The reading pre-test result has been utilized by the teacher to select a leader.
3. The teacher divides the class into groups and provide the group with a single device (it's easier to handphone) and access <https://kahoot.com//>.
4. Students are asked to work on the questions in Kahoot! as well as discuss the narrative text in the media.
5. The students discuss together with the teacher.

6. Learners have the appropriate answer from existing devices in each group at a predetermined time duration.

### **c. Post-activities**

1. The students are asked about the material or topic that has been studied that day by the teacher.

2. The students are asked to ask questions if there are still things that are not clearly understood or they want to know.

3. At the end, the teacher also tells in detail about the generic structures of narrative, text structures, and linguistics elements from narrative text.

## **2.8 Advantages and Disadvantages**

As one of the media, Kahoot! Game can have advantages as well as disadvantages in teaching and learning reading comprehension.

### **2.8.1 Advantages**

Based on Rajabpour's English Linguistics Research (2021), there are five advantages of using Kahoot! Game in the teaching and learning process, which are explained below:

- 1) Kahoot keeps students interested is because it stimulates their sensory and cognitive curiosity.
- 2) This motivation could result from Kahoot's enhanced classroom experience.
- 3) Kahoot uses music and audio as well as reward points, which may instantly change the dynamics of the classroom. This supportive setting is necessary since some teachers worry that Kahoot's competitive game

components may make students anxious and drain their interest in learning.

- 4) Kahoot provides students and teachers with immediate feedback. Through instant feedback, technologies like Kahoot enable chances for self-evaluation. It is incredibly useful in giving them immediate feedback on their development.
- 5) Both students and teachers have the option to review via Kahoot. In Kahoot, the answers to each question appear after the question, allowing the student time to examine any questions that could be particularly challenging in order to fully understand them. Additionally, it enables teachers to go over the outcomes for each question, for every student, and for the entire class.

### **2.8.2 Disadvantages**

There are disadvantages of using Kahoot! game in teaching and learning reading comprehension:

- 1) To play Kahoot! Game, it needs both an electronic device with internet connection, such a smartphone, laptop, or computer.
- 2) The Kahoot! Game may not always be suitable for the demands and learning goals.
- 3) Students can also be drawn to Kahoot's game experience. And in some cases, despite the educational materials. For instance, students with lower achievement levels may just enjoy the excitement of winning from random selections without considering the consequences. As a result, sharing information and skills would serve little use.

## **2.9 Theoretical Assumptions**

In order to make this study more relevant, the researcher attaches several related previous studies conducted by several researchers. The researcher made the assumption that teaching reading to students through the use of Kahoot! may enhance their reading comprehension and help them better comprehend the entire narrative. It's because the activity kept the students from becoming bored and made reading a text more enjoyable for them. Additionally, utilizing Kahoot! as an interactive learning media helps them to understand narrative-like reading more easily. As a result, the use of Kahoot! Game is an effective solution for both teachers and students to increase learning interest and reading comprehension.

## **2.10 Hypothesis**

Based on the research questions, theories, and theoretical assumption that have been discussed earlier, the researcher proposes the hypothesis as below:

1. There is a significant difference in students' reading comprehension after the students have been taught by using Kahoot! Game on narrative text.

It has been known the explanation of each part written in Chapter II. Literature Review such as previous studies, concept of reading comprehension, teaching of reading comprehension, narrative text, media in teaching reading comprehension, Kahoot as media in teaching reading comprehension, procedure of teaching reading comprehension, advantages and disadvantages, theoretical assumptions, and hypothesis. In the next chapter, namely III. Research Methodology will be discussed in more detail regarding continuation of information in this study.

### III. METHODOLOGY

This chapter discusses about literature review that used in this study. It consists of research design, population and sample, variables data, research instrument, data analysis, and hypothesis testing.

#### 3.1 Research Design

Since students need to enhance their reading comprehension, this study focuses on increasing students' reading comprehension by utilizing Kahoot! Game for expressing themselves in English. The researcher use a quantitative research design as the research approach to carry out the study. The purpose of this study is to determine whether or not any significant difference in students' reading comprehension after the students have been taught by using Kahoot! Game on narrative text.

To answer research question, the researcher uses a pre-experimental method with the **one-group pre-test-post-test design**. To evaluate the students' reading comprehension before the treatment was delivered, a pretest (T1) uses in this study. It will be give before the researcher began teaching utilizing Kahoot! Game. Then, utilizing Kahoot! Game media, the treatment would be administered three times to assess if it had a substantial impact on the students reading comprehension. Thus, a post-test (T2) will be give after the researcher educates the students utilizing Kahoot! Game media in order to determine whether the students' achievement in reading comprehension increased as a result of the treatment. Five meetings are held to perform this research. With a reading test, the

action got started. It is pre-test during the first meeting. The treatment take place at the second, third, and fourth meetings. The post-test as well as the questionnaire are at the fifth meeting. The research design is illustrated as follows:

## **T1 X T2**

Notes:

T1 : Pre-test

X : Treatment through Kahoot! Game

T2 : Post-test

(Setiyadi, 2018:113)

The questionnaire conducted in this research after the students having the treatments of learning reading comprehension in narrative text through Kahoot. The researcher used questionnaire in order to know the students' perceptions on the use of Kahoot! Game in reading comprehension.

### **3.2 Population and Sample**

Students of SMA N 3 Bandar Lampung's eleventh grade are selected as the study's population of samples. The researcher take one experimental class which 30 students as the sample of the study. Therefore, the sample's criterion are students who were given prior lessons on reading comprehension but were not using this specific technology, such as Kahoot! Game. In addition, the researcher used a lottery to select the sample in simple random sampling.

### **3.3 Variables Data**

Variable is a character of a group of people, their behavior, or the variant environment of one individual to others (Setiyadi, 2006:2001). Besides, in order to measure the impact of the treatment research. Two types of variables exist. There are two variables used in this study—independent and dependent. The variables are the use of Kahoot! Game and students' reading comprehension. The use of Kahoot! Game is classified as independent variable (X) because it is assumed that the frequent use of Kahoot! Game could influence students' reading comprehension. While students' reading comprehension is classified as dependent variable (Y) because it is obtained based on the result of the independent variable.

### **3.4 Research Instrument**

The instruments are used by the researcher to carry out the research. The *reading test* and *questionnaire* are the research's instruments. The instrument would also serve as a measurement for an objective reading test of narrative text that is used for pre-test and post-test, and the questionnaire to know about students' perception related with the use of Kahoot! Game.

#### **1. Reading Comprehension Test**

Reading comprehension test will be used in order to find out the answer from research questions number one. The pre-test will be conducted in the first meeting and the post-test will be conducted in fifth meeting. The purpose to conduct this exam to compare the students' levels of reading comprehension before and after the use of Kahoot! Game to teach reading. The reading comprehension that will be tested according to theory of Nuttall (1985) consist of Main Idea, Specific Information, Reference, Inference, and Vocabulary. The test is conducted by

using 30 multiple-choice questions (A, B, C, and D). The multiple-choice exam is chosen because it can be quickly and easily marked, and most significantly, it is trustworthy, meaning that it is not susceptible to marker judgments (Heaton, 1975).

**Table 3. 1 Specification of Reading Comprehension Test**

No	Reading Aspects	Items Number of Pre-Test	Items Number of Post-Test	Number	Percentage of Items
1.	Identifying Main Idea	1, 12, 24, 27	1, 13, 16, 20	4	13%
2.	Specific Information	2, 3, 4, 7, 13, 15, 17, 20, 21, 28	2, 4, 6, 9, 10, 17, 21, 22, 23, 26	10	33%
3.	Identifying Reference	10, 19, 26, 29	8, 15, 18, 29	4	13%
4.	Determining Inference	8, 11, 16, 23, 30	5, 12, 19, 27, 30	5	18%
5.	Vocabulary	5, 6, 9, 14, 18, 22, 25	3, 7, 11, 14, 24, 25, 28	7	23%
	<b>Total</b>			<b>30 items</b>	<b>100%</b>

## 2. Questionnaire

At the end of the learning session, the students would get the questionnaire, which would then be utilized for analyzing their replies on the use of Kahoot! Game in the teaching of reading comprehension. In addition, the researcher utilize bilingual language in both English and Bahasa Indonesia to make the questionnaire simple enough for students to understand. The questionnaire also consisted of 10 items which were categorized by five reading skills such as identifying main idea, finding specific information, identifying reference, determining inference, and understanding vocabulary. In addition, this questionnaire was adopted from Bicen & Kocakoyun (2018), where the content was adjusted to students' perceptions

related to 5 aspects of reading comprehension related to the use of Kahoot! In addition, the questionnaire can be said to be reliable by researchers using SPSS version 25, the results of which are attached in the questionnaire reliability and appendix. It is divide into four option Likert Scales with their values, starting from (4 = strongly agree, 3 agree, 2 = disagree, 1 = strongly disagree). Thus, the instrument of this research can be seen in table below:

**Table 3. 2 Specification of Questionnaire**

<b>Aspects</b>	<b>Number of Items</b>	<b>Scale</b>			
Identifying Main Idea	1, 2	Strongly agree	Agree	Disagree	Strongly disagree
Specific Information	3, 4	Strongly agree	Agree	Disagree	Strongly disagree
Identifying Reference	5, 6	Strongly agree	Agree	Disagree	Strongly disagree
Determining Inference	7,8	Strongly agree	Agree	Disagree	Strongly disagree
Vocabulary	9, 10	Strongly agree	Agree	Disagree	Strongly disagree

### **3.4.1 Try Out of the Instrument**

The quality of the test as an instrument is said to be good if the test has good validity and reliability. In order to measure the quality of the test, the researcher conducted a try-out test. The total item of the try-out test is 50 questions. This study uses the result of the try-out test to measure the validity, reliability, level of difficulties, and discrimination power.

## **1. Validity**

A test can be said valid if the test measures the object to be measured and each indicator as a whole represents the material to be measured (Hatch and Farhady, 1982:250). According to Setiyadi (2018:19), there are five types of validity of measuring instruments in foreign language teaching research, such as Face Validity, Content Validity, Predictive or Empirical Validity, Construct Validity, and Concurrent Validity. In this research, the researcher will emphasize the content validity and construct validity to measure the validity of the test. It was thought that the instrument needed to be reliable and consistent with how reading theory and the content were understood. On the other hand, predictive or empirical validity, which is focused with measuring future success by using statistical measurement tools. In testing the validity and reliability of the try-out test tool before it is used for the pre-test and post-test, the researcher uses SPSS Version 25, the results of which are seen based on outputs such as pearson correlation and 2-tailed significance as the  $r_{count}$  value. And the  $N = 30$  output as the  $r_{count}$  value (0,361). So, if the  $r_{count}$  value  $>$   $r_{table}$  value is said to be valid, seen with sig 0.05 as well. Therefore, the validity of the instruments would be applied in this research presented as follows:

### **a. Content and Construct Validity**

Hatch and Farhady (1982) state that content validity is the extent to which the test measures a representative sample of the subject matter content. If the test had represented all the ideas of the material which would be measure, the test had fulfilled the content validity (Setiyadi, 2018:20). Setiyadi (2006) says that the material given needs to be suitable for the curriculum. To fulfill the content validity, the materials that the researcher provide is appropriate for the senior high

school students eleventh grade curriculum. The researcher adjusted the content validity based on the curriculum used by SMAN 3 Bandar Lampung.

According to Nurweni (2019), construct validity refers to test validity in term of whether test items or tasks have been written based on the theory of what is being tested. Construct validity, which analyzes whether or not the test followed the theory of what reading comprehension involves, this aimed to determine whether the items tested students' mastery of the reading text, which served as the true reflection of the language theory that is measure. Construct validity will be apply in this study in order to measure whether or not the test was consistent with the theory of Nuttall (1985) in reading there are five aspects which the students should understand to comprehend an English text. The five parts of reading skills — identifying main idea, finding specific information, determining inference, identifying reference, and understanding vocabulary. The table specification of try-out test can be seen in the following table:

**Table 3. 3 Specification of Try Out Test**

No	Reading Aspects	Items Number	Number	Percentage of Items
1.	Identifying Main Idea	1, 20, 24, 28, 33, 44	6	12%
2.	Specific Information	2, 4, 5, 7, 9, 15, 19, 21, 26, 30, 34, 35, 36, 39, 40, 47	16	32%
3.	Identifying Reference	12, 13, 18, 27, 31, 48	6	12%
4.	Determining Inference	11, 14, 23, 32, 41, 43, 49, 50	8	16%
5.	Vocabulary	3, 6, 8, 10, 16, 17, 22, 25, 29, 37, 38, 42, 45, 46	14	28%
	<b>Total</b>		<b>50 items</b>	<b>100%</b>

## 2. Reliability

### A. Reliability of Test

Reliability is the extent to which a test produces consistent results when administering under similar conditions, in order the instrument is said to be reliable. Setiyadi (2018:13-14) says that reliability is a consistency of measurements or how far that measurements can be measured the similar subjects in a different time but showed the same result. In this research, the researcher will use Split-Half Method (odd-even) in order to measure the test reliability of the instrument.

$$r_{xy} = \frac{N (\sum xy) - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

Notes:

$r_{xy}$  : reliability coefficient between odd and even number items

$N$  : number of samples

$x$  : odd number items

$y$  : even number items

$\sum x$  : total score of odd number items

$\sum y$  : total score of even number items

$\sum xy$  : total score of odd and even number items

If the half-test reliability has been determined the coefficient correlation of whole items, the researcher will use Spearman- Brown's Prophecy formula to determine the reliability of the whole test.

$$r_k = \frac{2r_{xy}}{1 + r_{xy}}$$

Notes:

$r_k$  : the reliability of the whole test

$r_{xy}$  : the reliability of the half test

The criteria of reliability are as follows:

0.00-0.20 = Very Low

0.21-0.39 = Low

0.40-0.59 = Average

0.60-0.79 = High

0.80-1.00 = Very High

(Hatch and Farhady, 1982)

#### B. Reliability of Questionnaire

Because it is the most often used in research, the researcher utilized the Cronbach Alpha Coefficient to ensure the consistency of items in the questionnaire. According to Setiyadi (2018), a questionnaire is considered credible or consistent if the Cronbach alpha value in SPSS is  $>.60$ . In contrast, if the index is  $<.60$ , the questionnaire is thought to be inaccurate or inconsistent.

#### Reliability Statistics

Cronbach's Alpha	N of Items
.708	11

### 3. Level of Difficulty

Level of difficulty can be defined as “how easy or difficult the item will be in the form of the point of view of the students who took the test”. Regarding on this, the questions should not too easy nor too difficult. So, to find out the difficulty level of the test by using SPSS, level of difficulty was calculated by using the following formula:

$$P = \frac{B}{JS}$$

(Shohamy, 1985)

As can be noted that:

P = level of difficulty

B = the number of students who answer an item correctly

JS = the total number of students

The criteria of level of difficulty were as follows:

0.00 – 0.30 = Difficult

0.31 – 0.70 = Average

0.71 – 1.00 = Easy

To find the result of the level of difficulty and discrimination power of the test, the researcher gave the try-out to the students. A total of 50 items of reading comprehension test were presented to the senior high school students that participated in this try-out test results are listed in the table below.

**Table 3. 4 Level of Difficulty of Try-Out Test**

<b>Criteria</b>	<b>Item Number</b>	<b>Decision</b>
Difficult	2,3,5,10,11,12,20,26,44	Dropped
Average	1,4,6,9,14,15,17,18,19,21, 22,23,24,25,27,28,30, 31,32,33,34,35,36,37,38,40, 41,45,48,49	Administered
Easy	7,8,13,16,29,39, 42,43,45,47,50	Dropped

According to Table 3.4 numerous reading comprehension are categorized as difficult, and easy, must be eliminated. Meanwhile, the items that are classed as average level, were administered as the reference for the pre-test and post-test.

#### **4. Discrimination Power**

Discrimination power refers to indicate the discrimination of the failure and the success of the students. To find out the discrimination power, this research uses the following formula:

$$DP = \frac{U - L}{\frac{1}{2} N}$$

Notes:

DP : discrimination power

U : the proportion of upper group students who answer correctly

L : the proportion of lower group students who answer correctly

N : total number of students

The criteria were:

- a) DP = 0.00-0.20 = Poor items
- b) DP = 0.21-0.40 = Satisfactory item
- c) DP = 0.4-0.70 = Good items

d)  $DP = 0.71-1.00 =$  Excellent items

e)  $DP =$  (Negative) = bad items (should be removed)

(Shohamy, 1985)

Here is the result of the discrimination power after the researcher gave a try-out to the students:

**Table 3. 5 Discrimination Power of Try-Out Test**

Criteria	Item Number	Decision
Bad	2,5,7	Dropped
Poor	3,8,10,11,12,13,16,20, 26,29,39,42,43,44, 46,47,50	Dropped
Satisfactory	1,6,9,14,15,19,21,22,23, 33,35,41,48,49	Administered
Good	4,17,18,24,25,27,28,30,31, 32,34,36,37,38,40,45	Administered

Based on Table 3.5 numerous reading comprehension are categorized as bad, and poor must be dropped. Meanwhile, the items that are classed as satisfactory and good discrimination power were administered as the reference for the pre-test and post-test.

### 3.5 Data Analysis

The students' score was calculated by taking part in the following exercises. Since the study was collected the data through distributing a pre-test, treatments, post-test, and questionnaire in the eleventh-grade students of SMAN 3 Bandar Lampung, the purpose of these steps to know the students' progress in reading comprehension and the students' score are compute by doing these activities:.

1. Measurement of the pre-test and post-tests.

The formula presented as follows:

$$X = \frac{R}{N} \times 100\%$$

It can be seen that:

X = Score in percentage

R = The correct items

N = Total number of items

2. Tabulated the result of the test and found the mean of the pre-test and the post test. The mean was calculated by using the formula:

$$\bar{X} = \frac{\sum x}{N}$$

As can be seen that:

X refers to mean

$\sum x$  refers to the total number of the students' score

N refers to the number of students

(Arikunto, 2006:272)

3. Making conclusions based on the tabulated outcomes of the pre-test and posttest delivered; this is using statistical computerization, namely the paired T-Test of the Statistical Package for Social Science (SPSS) version 25 for Windows aimed to test whether the improvement gained by the students was increase or not, in which the significance was determine by  $p < 0.05$ .

### **3.6 Hypothesis Testing**

In analyzing the data, the quantitative data will be analyzed using the T-test in Statistical Package for Social Science or SPSS. The hypothesis testing which showed that there is a significant difference of reading comprehension achievement approved at the significant level of 0.05 in which  $\alpha < 0.05$  (Setiyadi, 2006:97). Therefore, the hypothesis could be stated as follows:

H0 : There is no significant difference in students' reading comprehension after the students have been taught by using Kahoot! Game on narrative text.

H1 : There is any significant difference in students' reading comprehension after the students have been taught by using Kahoot! Game on narrative text.

This chapter already explain research design, population and sample, variables data, research instrument, data analysis, and hypothesis testing.

## **V. CONCLUSION AND SUGGESTIONS**

This is the final chapter, which includes the conclusion of the research findings and suggestions for further research.

### **5.1 Conclusions**

Related to the research findings on whether there is a significant difference in students' reading comprehension after the implementation of using Kahoot! at the eleventh grade of SMAN 3 Bandar Lampung, the researcher completes the conclusion provided below:

- 1) First of research question, students' reading comprehension after the implementation of Kahoot! Game in narrative text, there is a significant difference in students' reading comprehension after using the Kahoot! Game in narrative text. This can be shown by the mean pre-test score of 59.43 and the mean post-test score of 79.33, with a significant level result of 0.000, which is less than 0.05 ( $0.00 < 0.05$ ). Therefore, it can be said that the Kahoot! Game helps students improve their reading comprehension skills and makes their learning experience enjoyable as well as interactive.
- 2) Second of research question, The majority of students have a positive response to the use of the Kahoot! Game, especially in terms of main idea, specific information, motivation, and making them ambitious in reading texts and questions in Kahoot!. On average, students agree that reading

texts through Kahoot! helps develop their focus in determining various aspects of reading comprehension present in the text.

## **5.2 Suggestions**

Referring to the conclusion above, the researcher provides the following suggestion:

### **5.2.1 Suggestion for English Teachers**

Suggestions that can be given to English teachers include:

- 1) Utilize the learning mode features available on Kahoot! such as classic mode, team mode, or other modes to provide students with a more enjoyable and novel learning experience so that it helps improve their reading abilities to comprehend texts carefully.
- 2) Ensure that before the Kahoot! game starts, students' names are already displayed on the website screen using their full names corresponding to their attendance numbers to avoid difficulties when recording their scores.

### **5.2.2 Suggestions for Other Researchers**

Suggestions that can be given to other researcher include:

- 1) More careful in the use of content and construct that researchers use, where future research is recommended to use content and construct validity forms or sheets as evidence of the validity of an instrument.
- 2) Not only used as media for learning and scoring in reading skills, Kahoot! Game can also be used for other skills such as Vocabulary or Grammar.

These are the conclusions of the research and suggestions for English teachers interested in using Kahoot! as a media in English teaching and for those who want to conduct any related research as described by the researcher in this chapter.

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